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ABSTRACT

This is a guide for teachers of high school physical education programs which explains how to prepare a program with the greatest possibilities for individualized learning. First, it explains what kinds of equipment and facilities are necessary. Then, it explains the procedure for the mini-courses, the design of which allows a student to either learn a skill at a passing level of cognitive and physical competence and to then go on to another skill, or to develop mastery in that skill. Four outlines are presented, each of which suggest four options for skills to cover during an 18-week program. (CD)

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HIGH SCHOOL MINI-ACTIVITY PHYSICAL EDUCATION PROGRAMS

BASED ON A MULTI-MEDIA INDIVIDUALIZED APPROACH

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RATIONALE

There is an urgent need for instructional, curricular, and organizational changes in physical education.

Do the traditional patterns of physical education perpetuated for past decades meet the need and interests of the student of the 70's? Society is ever-changing and dynamic--life styles change, value interpretations change. What about physical education?

Based on a need for change in the high school instructional Physical Education programs, the following propositions are proposed:

1. A student should be permitted to progress at his own rate.
2. An opportunity should be provided to the student for broader or in-depth learning.
3. There should be maximum utilization of instructional resources and personnel.
4. Each student should be personally involved and constantly active.
5. Learning should not be restricted to a regularly scheduled class period.
6. The time for learning of a motor skill is not equal for all individuals.
7. Various levels of skill proficiency should be determined by the learner.

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These propositions provide a rationale for the development of a mini-course high school instructional program in physical education incorporating a multi-media individualized approach.

DEVELOPMENTAL PROCEDURES

1. Developing a tri-level (minimal through maximal) set of behavioral competencies for each mini-course.
2. Designing an individualized instructional packet for each of the mini-courses consisting of a systematic and progressive series of skill tasks (psychomotor learnings) and problems requiring written, verbal, and motor responses by the student (cognitive learnings).*
3. Modifying the facilities to include:
   a. Multiple skill indoor and outdoor practice areas.
   b. Loop film viewing areas.
   c. Cassette tape listening areas.
   d. Reading areas.
   e. Measurement and evaluation areas.
   f. Individual interview areas.
4. Securing the following equipment and supplies:
   a. Required amount of sports equipment
   b. Activity loop films
   c. Activity cassette tapes
   d. Loop film projectors
   e. Cassette recorders
   f. Video camera and playback unit
   g. Charts, posters, and diagrams
   h. Individualized instructional packets
   i. Contingency contracts
   j. Reading resource material

*Annarino, A.A., Individualized Instructional Programs: Archery, Badminton, Bowling, Golf, Tennis, Prentice-Hall, Englewood Cliffs, New Jersey, 1974.

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5. Utilizing a team teaching approach with the individual instructors proefficient in activities, individualized methodology, and formative evaluation techniques.
6. Adopting a formative evaluation.
7. Select the program design and activities most feasible for the school
8. Developing a learning flow or systems analysis procedure whereby the student can select his activity and regulates or controls his own learning with instructor guidance.

IMPLEMENTATION PROCEDURES

1. The student selects a mini-course and is given an individualized instructional packet for that course.
2. In order to determine his starting level, the student may use the diagnostic pretests in the packet or have a personal interview with the instructor.
3. The student may elect the activity area for practice and evaluation or the media area for film viewing and reading assignments.
4. The student pursues his learning tasks by using the available media, instructor aid, and practices until he achieves a level of competency in the activity lesson.
5. The instructor is always available at the activity area assistance and evaluation.
6. When a student achieves the predetermined competencies for a lesson, the instructor selects one of the skill competencies and subjectively evaluates him on a pass or fail basis. If the student passes, he may elect to continue in that lesson to achieve a higher competency level or proceed to the next lesson. If he fails, the instructor diagnosis the problem and selects an instructional corrective for the student.
7. Cognitive learnings are evaluated by the instructor checking the written assignments for each lesson.
8. After a student passes the minimal skill and cognitive competencies for an individualized instructional packet, he takes a final written test. Based on the formative evaluations and final written grade, he may elect to work toward a higher competency level for that mini-activity or select another mini-activity and follow the same procedures.

PLAN A

Weeks	Option 1	Option 2	Option 3	Option 4
1	Program Orientation and Fitness Diagnostic Testing and Prescription			
2	Golf	Tennis	Cadet teaching	
2	Archery	*Outdoor Team Activities	Cadet teaching	Adv. L.S.
2	Angling & Casting	Bowling	Cadet teaching	
2	Fencing	Gymnastics (tumbling)	Cadet teaching	WST
2	Self-Defense	Gymnastics (apparatus)	Cadet teaching	
2	Dance	Gymnastics (apparatus)	Cadet teaching	
2	Dance	Badminton & Handball	Cadet teaching	Scuba
2	*Recreational Activities	*Indoor Team Activities	Cadet teaching	Snorkeling Boating Safety
1	Fitness Evaluation	Fitness Evaluation	Fitness Evaluation	Fitness Evaluation

*Suggested outdoor team activities--Soccer, speedball, field hockey, flag football, lacrosse, softball.

Suggested indoor team activities--Basketball, power volleyball.

Suggested recreational activities--Shuffleboard, table tennis, deck tennis.

5.

PLAN B

Weeks	Option 1	Option 2	Option 3	Option 4
1	Program Orientation, Fitness Diagnostic Testing, and Prescription			
2	Golf	Tennis	Cadet teaching	Advanced Life Saving
2	Archery	1. Outdoor Team Sports I	Cadet teaching	Advanced Life Saving
2	2. Outdoor recreational activities	3. Outdoor Team Sports II	Cadet teaching	Water Safety Instructor
2	Fencing	Gymnastics (Tumbling)	Cadet teaching	Water Safety Instructor
2	Self-defense	Gymnastics (apparatus)	Cadet teaching	Water Safety Instructor
2	Dance	4. Indoor Recreational activities	Cadet teaching	Scuba small craft
2	Dance	Badminton-Handball	Cadet teaching	Scuba small craft
2	Bowling	5. Indoor team sports	Cadet teaching	Scuba small craft
1	Fitness Evaluation	Fitness Evaluation	Fitness Evaluation	Fitness Evaluation
1	Program Orientation, Fitness Diagnostic Testing, and Prescription			
2	Bowling	5. Indoor Team Sports	Cadet teaching	Advanced Life Saving
2	Dance	Badminton-Handball	Cadet teaching	Advanced Life Saving
2	Dance	4. Indoor Recreational Activities	Cadet teaching	Water Safety Instructor
2	Self-Defense	Gymnastics (tumbling)	Cadet teaching	Water Safety Instructor
2	Fencing	Gymnastics (apparatus)	Cadet teaching	Water Safety Instructor
2	2. Outdoor Recreational activities	1. Outdoor Team Sports I	Cadet teaching	Synchronized Swimming

Plan B continued:

Weeks	Option 1	Option 2	Option 3	Option 4
2	Archery	3.Outdoor Team Sports II	Cadet teaching	Synchronized Swimming
2	Golf	Tennis	Cadet teaching	Synchronized Swimming
1	Fitness Evaluation	Fitness Evaluation	Fitness Evaluation	Fitness Evaluation

Note: 1. Outdoor Team Sports I--Soccer, Speedball, Field Hockey
2. Outdoor Recreational Activities--Bocci ball, horseshoes, Angling, Casting
3. Outdoor Team Sports II--Flag football, softball, Lacrosse
4. Indoor Recreational Activities--Shuffleboard, Deck Tennis, Table Tennis
5. Indoor Team Sports--Basketball, Power volleyball

PLAN C

Weeks	Option 1	Option 2	Option 3	Option 4
2	Program Orientation, Fitness Diagnostic Testing, and Prescription			
5	Golf	Tennis	Cadet Teaching	Advanced Swimming & Diving
5	Archery	Badminton & Handball	Cadet Teaching	Life Saving
5	Power Volleyball	Gymnastics	Cadet Teaching	W.S.I.
1	Fitness Evaluation	Fitness Evaluation	Fitness Evaluation	Fitness Evaluation
2	Program Orientation, Fitness Diagnostic Testing, and Prescription			
5	Power Volleyball	Gymnastics	Cadet teaching	Advanced Swimming & Diving
5	Archery	Badminton & Handball	Cadet teaching	W.S.I.
5	Golf	Tennis	Cadet teaching	Advanced Swimming & Diving
1	Fitness Evaluation	Fitness Evaluation	Fitness Evaluation	Fitness Evaluation

Alternate Activities

Fencing	Self-Testing	Riflery
Angling and Casting	Scuba & Snorkeling	Conditioning
Dance	Synchronized Swimming	Officiating and Leadership Training
Bowling		

PLAN D

Weeks	Option 1	Option 2	Option 3	Option 4	Option 5
1	Program Orientation, Fitness Diagnostic Testing and Prescription				
8	Archery	Golf	Tennis	Cadet teaching	Advanced Life Saving & Water Safety Instructor
8	Gymnastics	Bowling	Badminton-Handball	Cadet teaching	Advanced Life Saving & Water Safety Instructor
1	Fitness Evaluation	Fitness Evaluation	Fitness Evaluation	Fitness Evaluation	Fitness Evaluation
1	Program Orientation, Fitness Diagnostic Testing and Prescription				
8	Gymnastics	Bowling	Badminton-Handball	Cadet teaching	Advanced Life Saving and Water Safety Instructor
8	Archery	Golfing	Tennis	Cadet teaching	Advanced Life Saving and Water Safety Instructor
1	Fitness Evaluation	Fitness Evaluation	Fitness Evaluation	Fitness Evaluation	Fitness Evaluation

Tennis, Badminton, Squash

Friday, Nov. 1,1974

Complete final written and skill tennis tests.

Badminton & Squash Activities

Text: Annarino, A.A. Badminton, Individualized Instructional Program.
Prentice-Hall, Englewood Cliffs, New Jersey.

Assignments:

By Monday, Nov. 4,1974
Read: Badminton-Part One-pps. 1-7
Part Two-pps. 8-10

Monday-Complete the Badminton written and skill pre-tests.

Wednesday, Nov.6-Complete the Badmintonpre-program independent written assignments pps. 18-22. Start lesson one.

Badminton lesson skills:

Lesson one	1, 2, 3, 4, 5, 6, 7, 8, 12, 13, 14
Lesson two	1, 2, 3, 4, 5, 6, 10, 11, 12
Lesson three	1, 2, 3, 4, 5, 6, 7, 15, 24
Lesson four	1, 2, 3, 4, 9, 10, 15, 16
Lesson five	1, 2
Lesson six	1, 2
Lesson seven	1, 2
Lesson eight	1, 2, 3, 4
Lesson nine	1, 2, 4, 5
Lesson ten	1, 2, 5, 7, 9, 10
Lesson eleven	1, 2, 3
Lesson twelve	1, 2, 3

Tennis, Badminton, and Squash

These are the minimal skills to be completed for each lesson in your Tennis I.I. P. plus all written assignments:

Lesson One
1-2-3-4-5-6-13-16

Lesson Two
1-2-3-4-5-6-13-16

Lesson Three
3-7

Lesson Four
1-2-3-4-5-6-7

Lesson Five
1-2-3-4-9

Lesson Six
1-2-4-5-6

Lesson Seven
1-2

Lesson Eight
1-2

Lesson Nine
1 through 8 - one trial
2-one set

Lesson Ten
1 through 4 - one trial
2 - one set

After completing these minimal skills, if time permits, you may complete the remaining skills in any or all lessons. This will be determined by you and instructor evaluation of your weak skill areas.